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ABSTRACT

A study surveyed adults with literacy problems and evaluated the Parents-as-Partners-as-Learners project. Eighty English-speaking adults in the eastern townships of Quebec, Canada, were interviewed concerning their literacy problems. Results indicated that health and social problems were identified by the adults as the major impediment to learning; and that adults with more relatives identified as having learning problems were considerably more negative about their experiences in school and less ready to identify themselves as having intellectual problems. The effect of the Parents-as-Partners-as-Learners project on children's oral reading was examined. First- through fifth-grade children in two school districts in Quebec were administered the Slosson Oral Reading Test before and after either 4- or 8-week intervention periods. Kindergarten children in Waterloo School were also included: parents were asked to read to their kindergarten children and to respond to a brief survey. Results indicated an overall positive change in oral reading levels and reading attitudes. Findings suggest that the program: (1) turns the spotlight onto family reading; (2) points out the connections between poor reading at school and what is happening at home; (3) can raise oral reading scores; (4) can increase positive reading attitudes; and (5) opens doors to discussion of literacy programs with poor or non-reading parents. (Six tables of data are included; 11 appendixes of maps of school districts, survey forms, and results of the Slosson test are attached.) (RS)

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REPORT ON

THE FAMILY LITERACY RESEARCH PROJECT

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By Marion J. Fear
Adult Education Services
Eastern Townships School Board

June 1991

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Funding was provided by a grant from the Federal-Provincial Literacy Program under the management of the Quebec Literacy Working Group (QLWG).

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My thanks to Lucie Taylor for, once again, taking my rough draft and presenting a professional looking document.

Above all, thanks are due to the eighty people who were willing to share some of their painful memories in the hopes that we might all have a better understanding of the word "illiteracy".

Marion J. Fear
June 1991

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SURVEY OF ADULTS WITH LITERACY PROBLEMS

INTRODUCTION

After the adult literacy program had been running for a number of years (since 1980) with the English population in the Eastern Townships of Quebec, it became more and more apparent that illiterate adults were not isolated individuals but more often members of families in which others experienced the same difficulties.

People who have this problem are extremely sensitive about exposing it and usually suffer from low self-esteem. It was important to learn more about illiteracy in families, but it was decided to remain low key by using an approach as informal as possible while collecting some useful information. Open ended questions were chosen to gather authentic material, using the subjects' own words.

The survey was conducted in the territories of the Eastern Townships School Board (E.T.S.B.) and the District of Bedford Regional School Board (D.B.R.S.B.). Both school boards cover large rural areas with several cities, small towns, and villages (see maps in ANNEX Ia & Ib).

RESPONDENTS

The subjects invited to answer the survey were adults either attending a literacy program or known to have literacy problems. Care was taken not to interview siblings. In compiling the results, a conservative stance was taken i.e. if the subject was unsure of whether or not a member of the family had literacy problems, that member was not counted.

Eighty people were surveyed as gently as possible on this sensitive issue. Many people were initially shy; others were glad to discuss the hidden subject and needed to have time to talk about it. A copy of the survey is included in ANNEX II.

RESULTS OF THE SURVEY

The information gathered from the survey is detailed in the following five Tables. To give a better base for comparison, most of the data has been converted into percentages.

TABLE 1 shows a description of the subjects by age, sex, place of birth, mother tongue, moving frequency, and schooling.

TABLE 1
DESCRIPTION OF RESPONDENTS

Category:	E.T.S.B.	D.B.R.S.B.	TOTAL	%
Respondents:	64	16	80	
Males:	33	9	42	52.5
Average age	33	38		
Females:	31	7	38	47.5
Average age	35	36		
Born:				
Outside N.America	0	3	3	3.8
In U.S.A.	6	1	7	8.8
In Ontario	2	0	2	2.5
In Quebec	56	12	68	85.0
Mother tongue:				
Italian	1	1	2	2.5
French	3	1	4	5.0
English	60	14	74	92.5
Move frequently:	17	6	23	28.8
Education:				
Special Ed.	31	0		38.8
Dropped out (or taken out by Grade 7)	21	11	32	40.0

There was only a slightly higher percentage of males (52.5) than females (47.5). The majority (85%) were born in Quebec with English as a mother tongue (92.5%). Forty percent dropped out or were taken out of school by Grade 7. A significant number (38.8%) had been in Special Education. Although 28.8% had moved frequently, they did not always list this as a cause of their problem.

The answers to the question "What made it difficult for you to learn to read?" are listed in the respondents' own words and shown in TABLE 2. The numbers in each group represent how often the same reason was given; more than one reason was given by 14 respondents.

TABLE 2
REASONS GIVEN FOR NOT LEARNING WELL

Reasons	E.T.S.B.	D.B.R.S.B.	TOTAL	%
Hard head; slow learner:	15	1	16	17.0
Not interested:	11	1	12	12.8
Health problems:	10	1	11	11.7
Family problems:	8	1	9	9.6
Kept home to help:	7		7	7.4
Frequent moving:	6		6	6.4
Confusion of language:	2	4	6	6.4
Dyslexia:	2	3	5	5.3
Not enough help:	3	1	4	4.3
Absent a lot:	4	0	4	4.3
Don't know:	2	2	4	4.3
Shyness:	3		3	3.2
Discouraging in Special Ed.:	2		2	2.1
No school close:	0	1	1	1.1
Left handed & was switched:	1	0	1	1.1
Different teaching methods:	1	0	1	1.1
Mother not interested:	1	0	1	1.1
Illiterate foster parents:	1	0	1	1.1

Regrouping the reasons according to more general categories results in TABLE 3.

TABLE 3
CATEGORIES OF REASONS GIVEN FOR NOT LEARNING WELL

Categories:	Reasons Listed:	%
Health & Social Problems:	- health problems - family problems - kept home to help - absent a lot - shyness - mother not interested - illiterate foster parents	38.3
Intellectual Problems:	- hard head; slow learner - dyslexia	22.3
Motivation:	- not interested	12.8
School Related:	- not enough help - discouraging in Special Ed. - no school close - different teaching methods	8.5
Frequent Moving:	- frequent moving	6.4
Confusion of Language:	- confusion of language	6.4
Other:	- don't know - Switched left to right hand	5.3

An analysis was done of the number of relatives who were positively identified as having or having had problems learning. There were 19% who could identify no relatives; 81% percent identified one or more relatives. The highest number in one family was 18. A summary of the distribution by school board is given in TABLE 4.

TABLE 4
SUMMARY OF THE DISTRIBUTION BY SCHOOL BOARD OF THE % AND NUMBERS OF RELATIVES IDENTIFIED

Respondents with relatives who have (had) literacy problems:	E.T.S.B.	D.B.R.S.B.	
- none:	19%	19%	
- 1 or more relatives:	81%	81%	
- 2 or more relatives:	67%	75%	
- 4 or more relatives:	42%	38%	
- number of male relatives identified:	142	39	(181)
- number of female relatives identified:	98	33	(131)
- Total number of relatives identified:	240	72	(312)
- Highest number of relatives identified in one family:	18	12	

E.T.S.B. has a higher ratio of male to female ralatives, running at 3:2.

A further analysis was made of the surveys of the 31 respondents who identified 4 or more relatives as having literacy problems. All had English as a mother tongue. All but 4 were born in Quebec. The others were U.S. born. Only 3 had been read to. Ten are now reading to their children at least sometimes.

There was no clear and consistent relationship between the sex of the respondent and the sex of the identified relatives. However, there was a change in the percentage distribution of categories of reasons for not learning well. (See TABLE 5)

TABLE 5
COMPARISON BY % OF THE REASONS FOR NOT LEARNING WELL BETWEEN THE TOTAL NUMBER OF RESPONDENTS (A) & THOSE WITH 4 OR MORE RELATIVES IDENTIFIED AS HAVING LITERACY PROBLEMS (B)

Category:	Reasons given:	Percentages (A)	(B)
Health & Social Problems:	- health problems - family problems - kept home to help - absent a lot - shyness - mother not interested - illiterate foster parents	38.3	38.1
Intellectual Problems:	- hard head; slow learner - dyslexia	22.3	11.9
Motivation:	- not interested	12.8	9.5
School Related:	- not enough help - discouraging in Special Ed. - no school close - different teaching methods	8.5	26.2
Frequent Moving:	- frequent moving	6.4	7.1
Confusion of Language:	- confusion of language	6.4	2.4
Other:	- don't know - Switched left to right hand	5.3	4.8

The highest percentage of respondents with 4 or more relatives still listed health & social reasons as their main problems. However, intellectual problems were listed half as often, and motivation was given about 3/4 as often as it had been by the whole group. The biggest change was in the number of times school related reasons were given, which jumped from 8.5% for the whole group to 26.2% for those with 4 or more relatives.

When the answers to the Questions "What was it like in school? How were you treated?" were looked at, 55% of the whole group said school was OK; 45% of the group with 4 or more identified relatives were also able to say school had been OK. The remainder complained of being teased a lot and that school was bad, hard, tough, terrible...

While many respondents complained of abuse (strapped, ear pulled, poked with a pencil, pinched, hit with ruler), it was only in the group of respondents who had 4 or more relatives that there were comments about discrimination by teachers because of their families or because of being on welfare. One respondent described a teacher as asking all students whose parents work to stand up. Then all the students whose parents don't work were asked to stand up. The teacher then pointed out that the students standing up would have to be supported for the rest of their lives.

DISCUSSION

The results of this survey present the perception of 80 English speaking adults in the Eastern Townships, of their problem with becoming literate. Health and social problems are clearly seen as the major impediment to learning. It is interesting to note that as the number of identified relatives in a family increases, so does the implication of the school system. Respondents in this group were considerably more negative about their experiences in school and less ready to identify themselves as having intellectual problems.

The high number of relatives identified may be partly explained by overlapping. Although siblings were avoided, it was beyond the scope of this survey to prevent other individuals from being named twice. There is considerable intermarriage in the Townships.

While this survey used no tests but simply asked the opinion of the respondents, it none-the-less gives an important perspective of the literacy problem in the area.

There is a slight but positive trend towards reading to children. It would be useful if this could be encouraged particularly with parents of young children.

The most important information coming out of the survey is the linking, by respondents, of their literacy problems to health and social causes.

The challenge for the school system is how to help children learn when they are experiencing such difficulties. The challenge for the health care system is how to work with families to reduce the stress on children so they may attend school regularly and in good health. Professionals in both fields need to cooperate and increase their understanding of the synergistic effects of multiple problems. When parents are poor or non readers, it is harder for them to earn a living, provide good housing, learn about nutrition and child development, and provide a reading culture at home. For the effort to be successful, supporters' intervention to families in such circumstances is essential to reduce and eventually eliminate illiteracy.

EVALUATION OF THE PARENTS-AS-PARTNERS-AS-LEARNERS PROJECT

INTRODUCTION

The Parents-as-Partners-as-Learners Project was developed in the Eastern Townships School Board in co-operation with the St-Francis Literacy Council who provided individual tutoring to complement the Adult Basic Education classes of the School Board. The Council also played an important role in the development of students' skills and self-esteem by welcoming them as full voting members and as members of the Executive. For the past four years there has been a tutor and a student as co-chairpersons, co-secretaries, co-treasurers, as well as members at large. Monthly executive meetings and thrice yearly general meetings/social gatherings have built friendships, self-confidence, an increased recognition of the value of reading in general, and the importance of reading to young children in particular. Tutors and students bring their children to the gatherings. Two infants were brought by their student-parents to the Annual General Meeting this year. Such outreach by the Council supports and enhances the Parents-as-Partners-as-Learners Project done by the teachers in the elementary schools.

Because of the interest in the Parents-as-Partners-as-Learners Project, funding was granted to look at the changes seen in children when the project was used in a new area. The District of Bedford Regional School Board (D.B.R.S.B.) obtained permission to fund a project in two schools and agreed to co-operate with an evaluation.

Two teachers at Princess Elizabeth Elementary School in the Eastern Townships School Board (E.T.S.B.) agreed to have their classes participate in the evaluation. The project began at this school as a pilot project in the Spring of 1987. It is now a regular part of the teaching program of this and at least one other school in the same Board.

METHOD

The initial proposal asked for a period of 36 weeks. However, due to the complexity of the funding arrangements and the conflict of timing between funding availability and feasibility of schools co-operating , the projects were actually carried out over two 4-week periods in the E.T.S.B., and one 8-week period in the D.B.R.S.B.

At E.T.S.B., Grades 1 and 2 participated and had the Slosson Oral Reading Test administered before and after one 4-week session.

At D.B.R.S.B., five classes from 2 schools, Grade 1 to 5 participated and had the Slosson Oral Reading Test administered before and after an 8-week project. As well, comments were collected from children and a survey (see ANNEX X) was given before and after to 15 children in Grade 4 of Butler Elementary.

Kindergarten children in Waterloo School were included in the project. Their parents were asked to read to them. Since all children were at a pre-reading level, no attempt was made to administer the Slosson Oral Reading Test. However, a short survey was done before and after. (See ANNEX XI)

A few comments were obtained from parents and teachers.

RESULTS

The results of the Slosson Oral Reading Test are summarized in TABLE 6. Class by class details are given in ANNEXES III TO IX.

TABLE 6
SUMMARY OF THE RESULTS OF THE SLOSSON ORAL READING TESTS BY CLASS AND BY SCHOOL BOARDS

D.B.R.S.B. (8-week projects)	Number of Students			Number of Months	
	Total	No Change	Negative Change	Average Change	Range
Butler School:					
Grade 4	20	0	0	14.7	6 to 27
Waterloo School:					
Grade 1	21	4	1	4.0	1 to 12
Grade 2-3	18	6	2	1.8	7 to 10
Grade 4	19	1	2	3.6	-1 to 11
Grade 5	25	1	2	6.5	-1 to 25
TOTALS:	102	12	7	6.1	-7 to 27
The average gain was about 3 times what would be expected in 8 weeks.					
E.T.S.B. (4-week projects)	**Number of Students**			**Number of Months**	
	Total	No Change	Negative Change	Average Change	Range
Princess Elizabeth Elementary School:					
Grade 1	27	6	0	4.0	0 to 18
Grade 2	29	4	2	3.6	-2 to 18
TOTALS:	56	10	2	3.8	-2 to 18
The average gain was about 4 times what would be expected in 4 weeks.					

There was clearly an overall positive change in the oral reading levels, 3 times what would normally be expected in 8 weeks at the D.B.R.S.B.; and 4 times what would be expected in 4 weeks at the E.T.S.B. What is difficult to understand is the number of students who showed no change (17% at E.T.S.B. and 11.8% at D.B.R.S.B.) and the number of students who actually

lost ground (3.6% at E.T.S.B. and 6.9% at D.B.R.S.B.). The child who lost the most ground (-7 months) was in the class with the lowest average change. Only 4 in the class of 18 children gained more than would be expected for the 8 weeks of the project. Their gains were high enough to bring the class average up to almost equal the duration of the project. The comments of 10 children in this class were recorded. Only 2 were positive. The other comments were:

- Child reports he did not read everyday.
- Child doesn't like reading, has lots of problems with it.
- Child hates reading, and has a low self-esteem.
- Dad has trouble reading the newspaper.
- Child doesn't like reading.
- Dad doesn't read; Mom reads a little.
- Child doesn't like reading; neither does Dad.
- Nobody has time to read to her but she feels better about reading.

The class with the highest average change was also the class that did the survey (ANNEX X) before and after. Eleven students showed a more positive perception of themselves as readers. Four indicated an increased enjoyment of reading.

Overall, there were comments from fifty children (excluding kindergartens). The comments indicated that 7 fathers can't read; 1 mother can't read; 4 other children said that their parents can't read. One child said there were no books at home; another said his parents don't like reading. Six children said they hated reading.

When the surveys of the 13 students in Kindergarten B were analysed, it was found that another father couldn't read and 2 more were questionable readers. A large majority of children in both kindergartens liked books a lot and liked being read to. Only 4 did not like being read to.

A survey was sent to the parents of Kindergarten Class A after the project was over. The results of the 13 returned surveys are as follows:

Question 1 - Did you enjoy the program?

11 - yes
1 - no
1 - explained lack of participation in project: "No, I did not Because all my children are to young to under stand Reading Storys."

Question 2 - Do you find your child more excited about books?

9 - yes
3 - stayed the same (all positive)
1 - (Same parent quoted in #1) "He likes looking at the picture's But don't pay much attention to the story."

Question 3 - Will you continue to read on a daily basis?

9 - yes
3 - would try
1 - (Same parent) "No, just when they want me to."

Question 4 - Since the program started, has it encouraged you and your family to join the library in Waterloo?

4 - yes
6 - no, not right now
2 - already members
1 - (Same parent) "Not really."
p.s. "There not intersested in Reading & listening."

COMMENTS FROM THE PARENTS

- Two parents strongly objected to having to write down what their child read. They felt it interfered with the spontaneity of reading and encouraged the children to read "thinner" books in order to have more entries. One felt that no credit was given to reading things like game instructions and recipes, etc.

- Many parents didn't know about the project because their child never brought home the booklet. When questioned, some children told their parents that they were doing the project at school.

This last comment echoes the observation of the animator who felt that the funding complications did not give her time to get the parents "on board".

Parents from Princess Elizabeth Elementary School are generally positive about the project and ask to have their children participate. The project is becoming a routine part of Kindergarten, Grade 1, and Grade 2. Children accept it as normal to be asked to read to their parents.

COMMENTS FROM THE TEACHERS

- Some in Waterloo felt that this project would be better used in the lower grades (K, 1 & 2) only.

- One felt the school should design the booklets and be more responsible for the reading project. (The animator agreed but due to time constraints, took over the booklets, etc.)

- One Kindergarten teacher was very impressed that 4 of her families decided to join the local library.

SUPPORT SERVICES

Even without the needed support of an adult literacy animator, the teachers at E.T.S.B. were very enthusiastic about using Parents-as-Partners-as-Learners.

At D.B.R.S.B. the costs for an animator for a period of 34 weeks (5 hours per day, 4 days per week), came to 15 000 $.

CONCLUSION

While the Parents-as-Partners-as-Learners Project is not a magic formula that will turn every family into a group of readers, it does have some clear advantages.

1. It turns the spotlight onto family reading.
2. By doing so, it points out the connections between poor reading performance at school and what is happening at home.
3. It has the possibility of raising the oral reading scores of children.
4. It can increase positive attitudes in children towards reading.
5. It opens doors to discuss literacy programs with poor or non-reading parents in order to help their child(ren) in school.

There are also some recommendations arising from the project:

1. In order to be most effective i.e. to have an impact on both, children and parents, there needs to be a literacy animator with sufficient time to make home visits - always a time consuming and thus costly activity in a rural area.

2. The project needs to be continued in order to become part of the culture of a school. Ideally, it should start in Kindergarten. The following year, Kindergarten and Grade 1 do the project. The third year, Kindergarten, Grades 1 and 2 should be involved. The animator would be able to support and help the parents having the most difficulty.

3. There will always be parents and children who are irritated at being part of a general project. If these children are already good readers, they could easily be excused. Furthermore, experience has shown that this project generally makes children who are already doing well, do even better. The focus needs to be on changing the culture in families where reading is neither a pleasure, a valued skill, nor part of the daily routine.

Looking at the results of the survey in PART ONE of this report, it is easy to see the importance of encouraging parents to read to their children. The Parents-as-Partners-as-Learners Project offers a way of accomplishing that goal.

Eastern Townships School Board

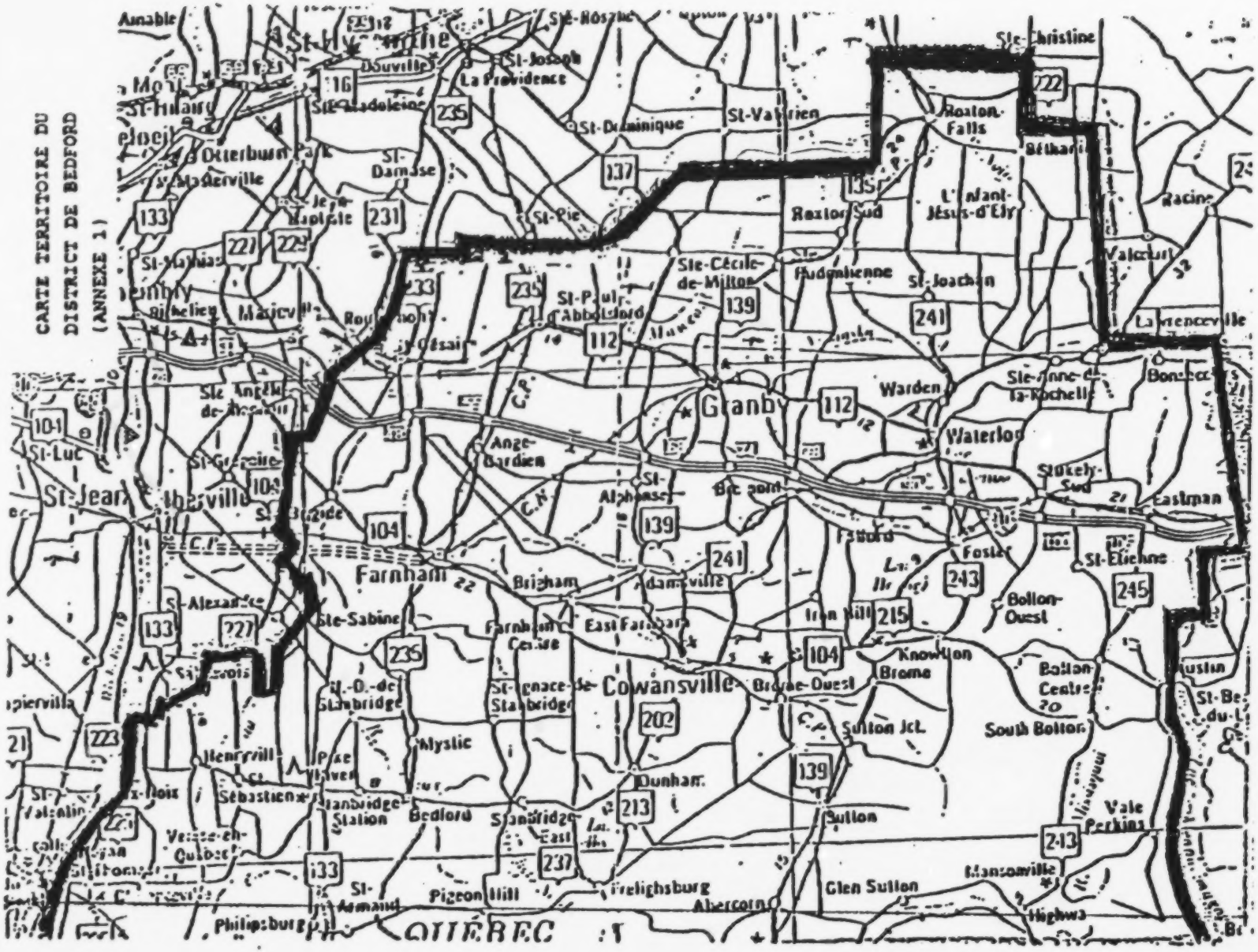
OUR TERRITORY

20,000 sq. km

LOCATION OF OUR SCHOOLS

Main roads

CARTE TERRITOIRE DU DISTRICT DE BEDFORD (ANNEXE 1)


Granby
Cowansville
Farnham
St-Jean-sur-Richelieu
Waterloo
Bedford
Sutton
Dunham
Abercorn
Philipsburg
Highwater
QUÉBEC
Ste-Christine
Roxton Falls
Roxton Sud
L'Ange-Gardien
Ste-Cécile-de-Milton
Warden
Bolton-Ouest
Bolton-Centre
South Bolton
Glen Sutton
Mansonville
Vale Perkins
Knowlton
Brome
Sutton Jct.
Eastman
Stukely-Sud
Foster
St-Alexandre
Ste-Sabine
Mystic
Pigeon Hill
Fitchburg
Iron Hill
St-Etienne
Racine
Valcourt
Ste-Anne-de-la-Rochelle
Bonsecours
Lawrenceville
Ste-Angèle-de-Monnoir
St-Luc
St-Grégoire
St-Damase
St-Pie
St-Dominique
St-Valérien
St-Joseph
La Providence
Ste-Madeleine
Otterburn Park
St-Mathias
Beloeil
Marieville
Ste-Rosalie
Iberville
Venise-en-Québec
St-Sébastien
Henryville
Pike River
Frelighsburg
St-Armand
Brigham
Adamsville
Ange-Gardien
St-Alphonse
Bromont
Farnham-Centre
East Farnham
St-Grace-de-Stanbridge
N.-D.-de-Stanbridge
Stanbridge Station
Stanbridge East
Foster
Fulford
Racine
Valcourt
Ste-Angèle-de-Monnoir
Ste-Cécile-de-Milton
St-Paul-d'Abbotsford
St-Joachim
Ste-Anne-de-la-Rochelle
Bonsecours
Lawrenceville
Eastman
St-Etienne
Bolton-Ouest
Bolton-Centre
South Bolton
Knowlton
Brome
Sutton Jct.
Sutton
Glen Sutton
Mansonville
Vale Perkins
Highwater
Abercorn
Frelighsburg
Pigeon Hill
St-Armand
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Mystic
Pike River
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Granby
Waterloo
Roxton Falls
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L'Ange-Gardien
St-Alphonse
Bromont
Adamsville
Brigham
Farnham-Centre
East Farnham
St-Grace-de-Stanbridge
N.-D.-de-Stanbridge
Ste-Sabine
St-Alexandre
Iron Hill
Foster
Fulford
Stukely-Sud

SURVEY OF ENGLISH SPEAKING FAMILIES, WITH LITERACY PROBLEMS, IN THE EASTERN TOWNSHIPS

Name_____ Date_____Interviewed By_____
Phone_____ Sex_____ Age_____ Place of Birth_____
Mother Tongue_____ Language Used at Home_____
Occupation_____ Last Completed Grade of School_____
Living Conditions: POOR_____ ADEQUATE_____ COMFORTABLE_____
How long have you lived here?_____
How many times have you moved in the last 3 years?_____ 5years?_____
COMMENTS:_____
_____

What do you like to read?_____
What do you find hard to read?_____
_____
_____
What made it difficult for you to learn to read?(Why can't you read well?)
_____
_____
_____

What was it like in school? How were you treated?_____
_____
_____
_____

How much were you read to as a child?_____
_____
_____
_____

How much do (did) you read to your children?

_____

_____

_____

Who else in your family has trouble reading?

mother _____

father _____

sister(s) _____

brother(s) _____

mother's parents _____

father's parents _____

mother's brother(s) or sister(s) _____

_____

father's brother(s) or sister(s) _____

_____

your children _____

_____

Do any of your friends have trouble reading?

_____

Are you learning now? Yes ☐ with a tutor ☐ in a class ☐

No ☐ Why not? _____

_____

_____

Do you want to start now? Yes ☐ No ☐

Why? (Why not?) _____

_____

(use the back for additional comments)

Parents-as-Partners-as-Learners Project - 1991

District of Bedford Regional School Board
Butler Elementary School
Grade 4

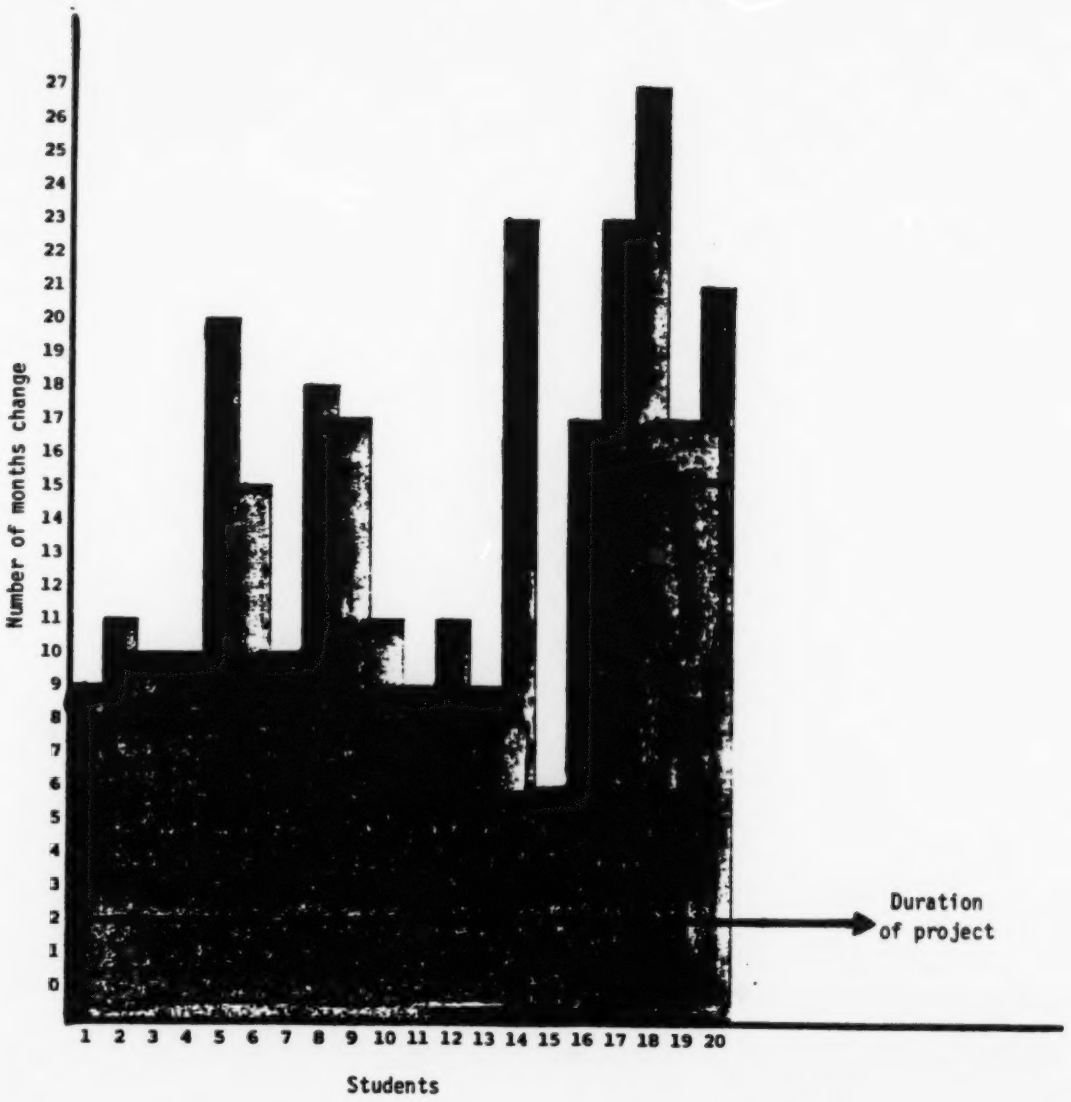

Fig.: Shows the number of months gain in oral reading by the 20 children who were present for both tests: before and after the 8-week project. The average gain was 14.7 months with a minimum gain of 6 months and a maximum gain of 27 months.

Parents-as-Partners-as-Learners Project - 1991

District of Bedford Regional School Board
Waterloo Elementary School
Grade 1

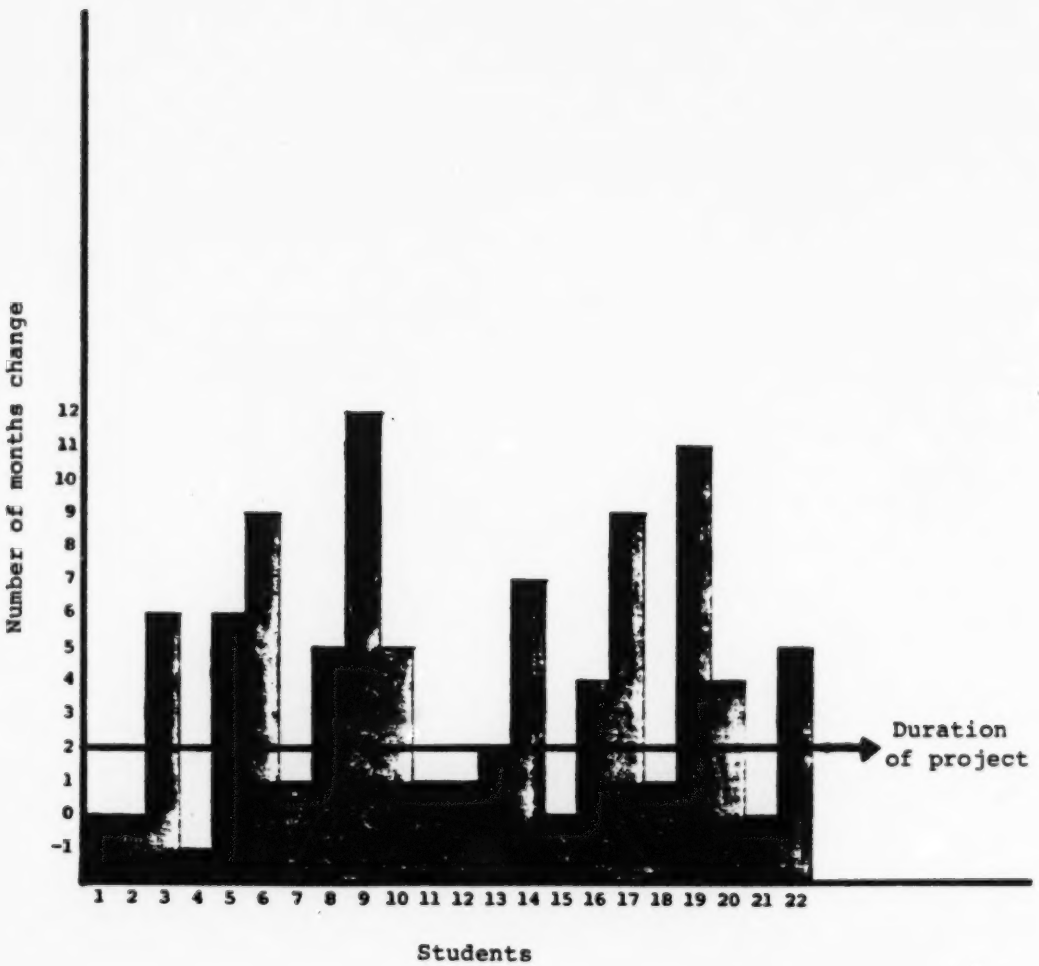

Fig.: Shows the number of months gain or loss (one student) over the 8-week period, by the 22 students. The average gain was 4 months with a range from a loss of 1 month to a gain of 12 months. There were 4 students who showed no change.

Parents-as-Partners-as-Learners Project - 1991

District of Bedford Regional School Board
Waterloo Elementary School
Grade 2 - 3

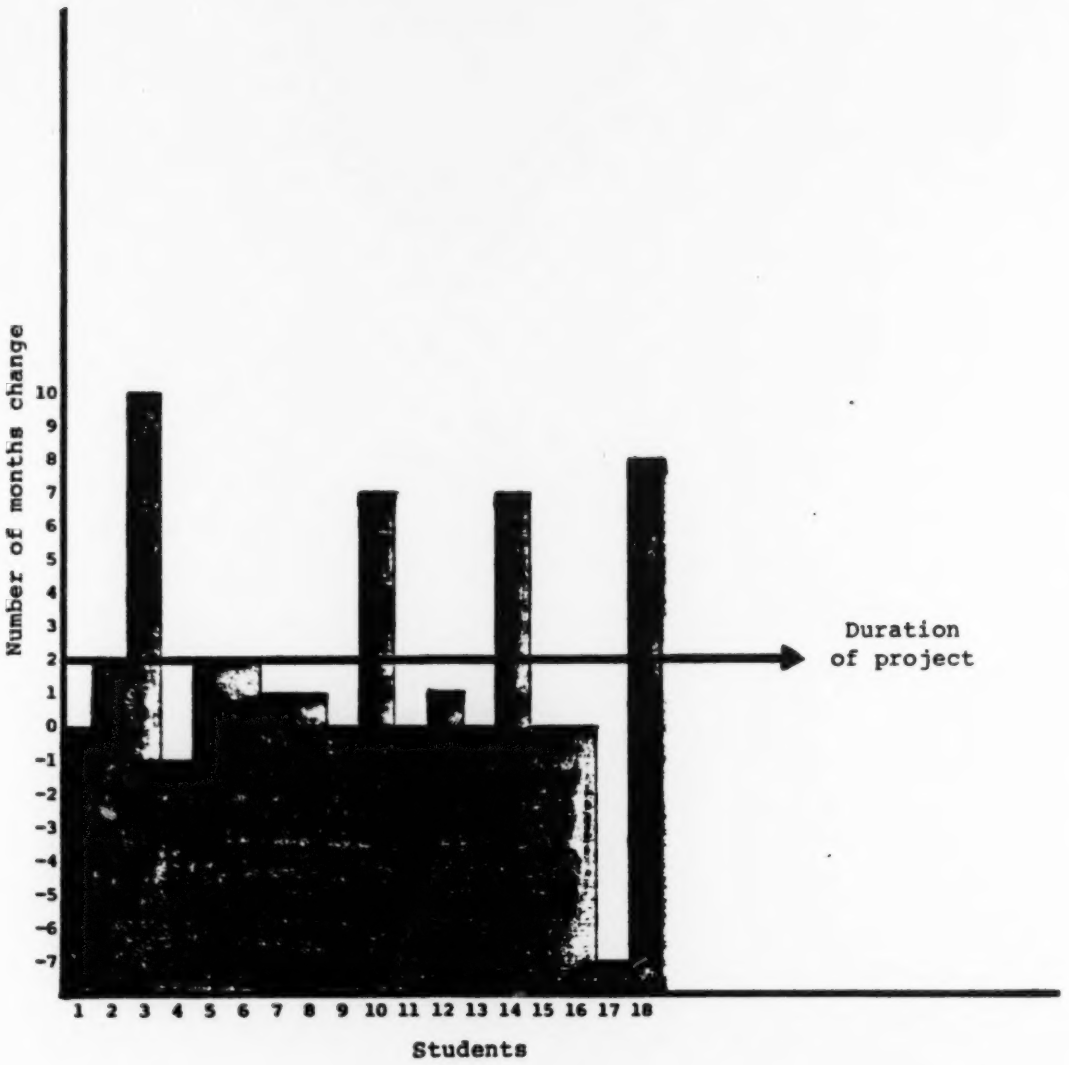

Fig.: Represents the number of months gain or loss in oral reading by the 18 participating students. The average gain was 1.8 months over the 8-week project. Six students showed no change; one student showed a one month loss; and another a 7 months loss.

Parents-as-Partners-as-Learners Project - 1991

District of Bedford Regional School Board
Waterloo Elementary School
Grade 4

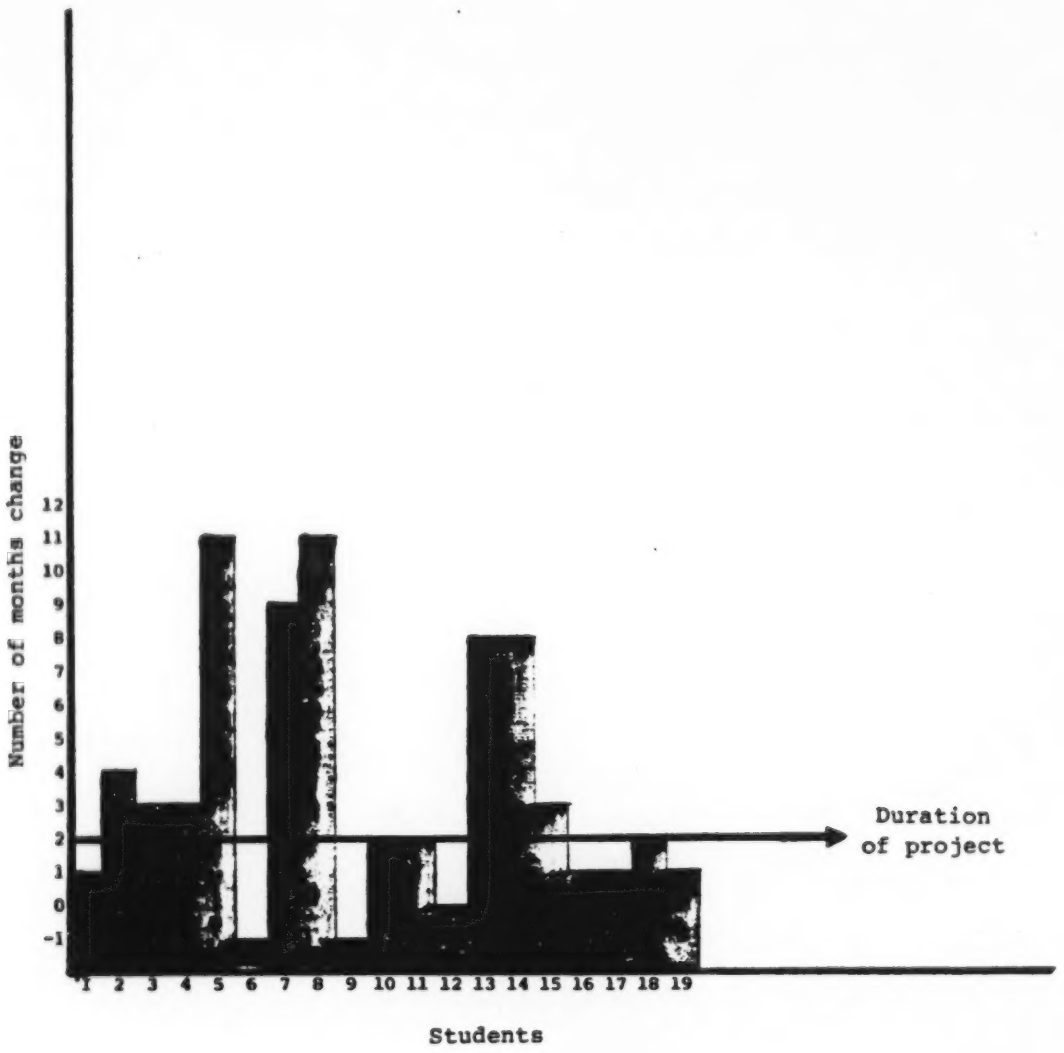

Fig.: Indicates the months gain or loss in oral reading of the 19 participating children in Grade 4. The average gain was 3.6 months with a range from a loss of 1 month to a gain of 11 months in the 2 months of the project. One child showed no change. Two lost ground; one month each.

Parents-as-Partners-as-Learners Project - 1991

District of Bedford Regional School Board
Waterloo Elementary School
Grade 5

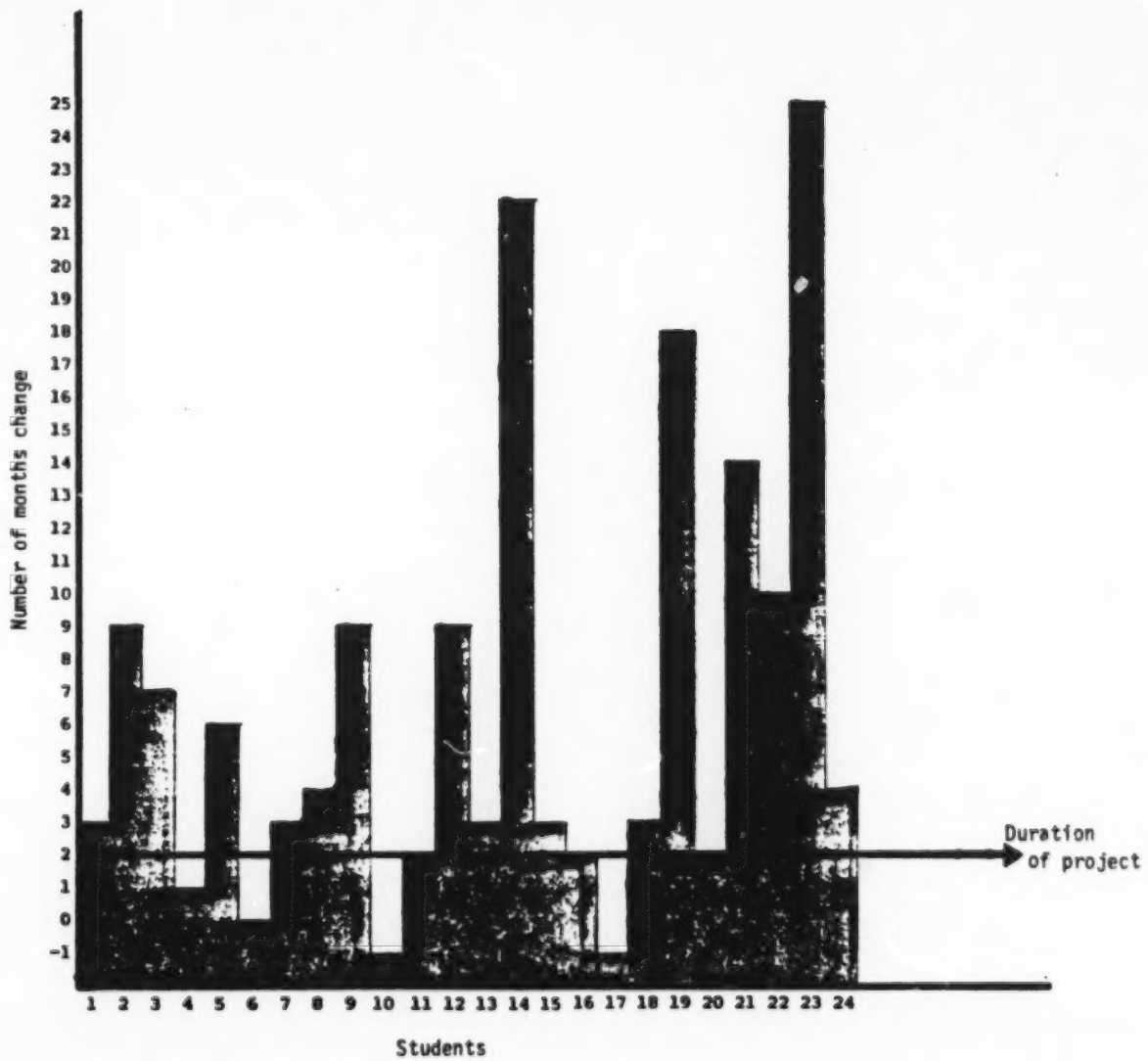

Fig.: Shows the number of months change in the oral reading of the 24 participating children. The average change was a gain of 6.5 months in the 2-month period. The range was from a loss of one month (2 students) to a gain of 25 months (1 student).

Parents-as-Partners-as-Learners Project - 1991

Eastern Townships School Board
Princess Elizabeth Elementary School
Grade 1

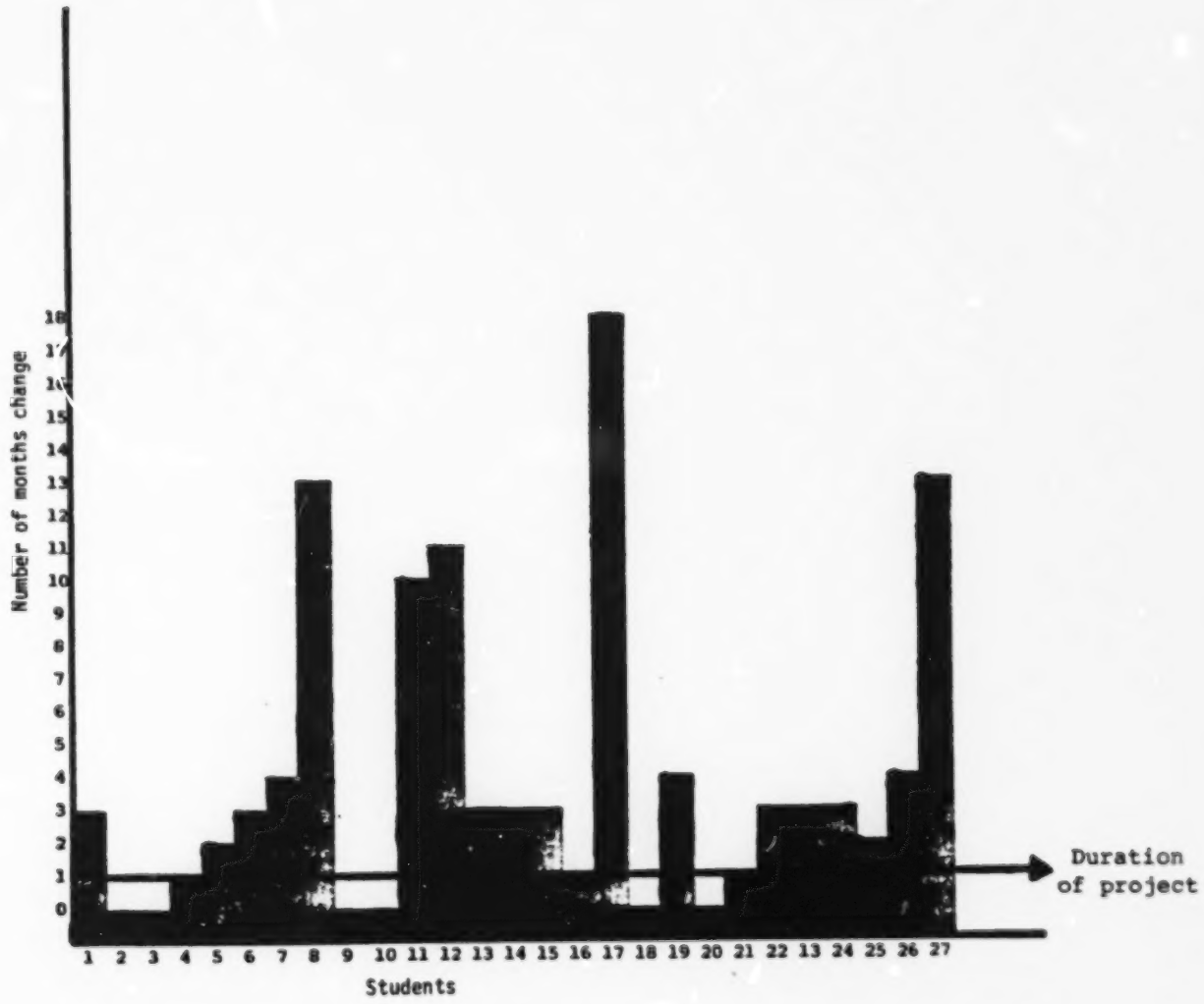

Fig.: Represents the number of months gain in oral reading by the 27 participating children in the 4-weeks project. The average gain was 4 months with a range from 0 (6 students) to 18 months (one student).

Parents-as-Partners-as-Learners Project - 1991

Eastern Townships School Board
Princess Elizabeth Elementary School
Grade 2

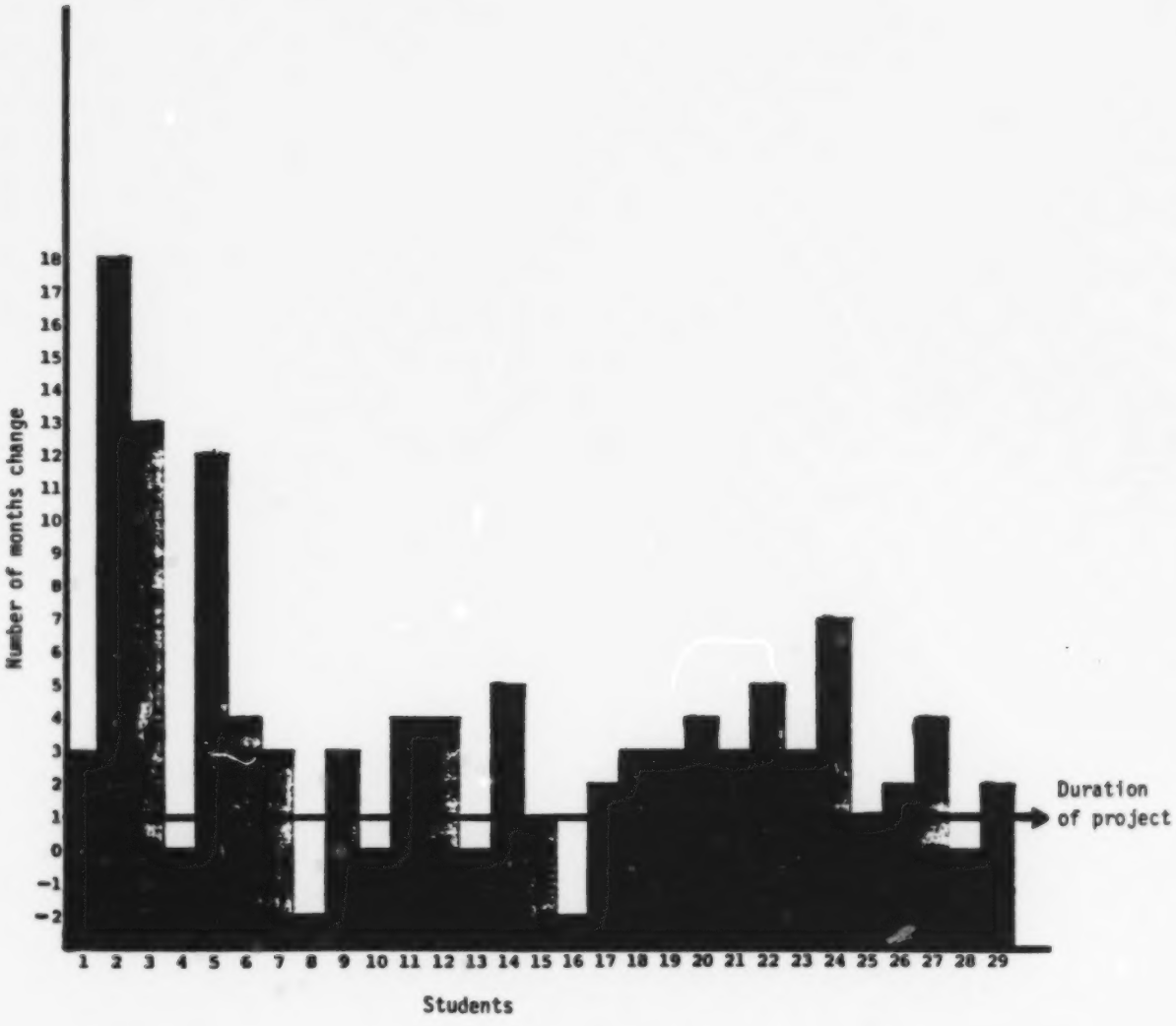

Fig.: Shows the number of months change in oral reading by the 29 participants in the 4-week project. The average gain was 3.6 months with a range from a loss of 2 months to a gain of 18 months. Four students showed no change.

READING SURVEY - PAPAL PROJECT

Student's Name: _____

Level: _____ Teacher: _____

1. How well do you think you read? (Self description)

☐ can't read at all ☐ pretty well (average) ☐ very well (above average)

2. Do you like to read?

☐ no ☐ a little bit ☐ fairly well ☐ very much

3. Do you read at home?

☐ never ☐ sometimes ☐ often ☐ every day

If not, why not? _____

4. How do you feel about reading aloud?

☐ hate it, feel nervous ☐ o.k. ☐ like to read aloud

5. Do you and your friends ever talk about books you've read?

☐ no ☐ occasionally ☐ often

6. Do you think reading is important?

☐ no ☐ don't know ☐ yes

Additional remarks or observations: _____

Interviewer: _____ Date: _____

READING SURVEY - PAPAL PROJECT (Younger students)

STUDENT_____

LEVEL_____

TEACHER_____

1. Do you like books?

☐ a little bit ☐ a lot ☐ don't know

_____

_____

2. Do you like being read to?

☐ no ☐ yes ☐ don't know

_____

_____

Interviewer:_____

Date:_____